

## ***In My House*** **Overview**

### **Introduction**

*In My House (IMH)* is an innovative prevention curriculum designed to give young people the information, confidence and skills necessary to make positive changes to high-risk attitudes and behaviors. The program advocates healthy decision-making and the reduction of high-risk behavior through the presentation of accurate information, the use of the principles of *Interactive Journaling*®, group process, the application of prevention research and the integration of self-change and motivation strategies. Young people are encouraged to use their own experiences, thoughts and feelings as catalysts for making healthy choices in their lives.

Fundamental premises of the *In My House* curriculum are:

- Young people can change their behavior if they are convinced of the need and benefits of doing so, and are equipped with the necessary skills.
- Young people need guidance in making healthy choices. The *IMH* Program serves as a framework for assisting and motivating young people to make good decisions.
- Normative education is an important aspect of promoting healthy behaviors. *In My House* reinforces positive norms and urges students to use these norms as reason to commit to pro-social behavior.
- Not all young people have the same needs. The *IMH* Program recognizes the diversity of young people's experiences, attitudes and behaviors. As a result, students are given multiple opportunities for self-exploration and self-expression.
- Students benefit from the opportunity to explore their beliefs, values and attitudes. Through the use of *Interactive Journaling*®, each *In My House* workbook encourages young people to gain a better understanding of themselves.

### **Target Population**

*In My House* was created to serve young people ages 10-13. The curriculum can be applied in universal, selective, and indicated prevention settings.

*In My House* was developed to be multi-culturally appropriate. Graphics and characters used throughout the curriculum are not culturally specific and examples referenced in both the student workbooks and instructor guide represent a diversity of cultural experiences.

## **Curriculum Overview**

*In My House* consists of 10 student workbooks, interactive student poster, and a comprehensive Instructor Guide. Program assessment and training is also available. The ten student workbooks include:

**Core Program** – The first five workbooks constitute the core of the curriculum. For prevention efforts limited to 20 hours or less of program time, the first five workbooks can be used as a “Year One” prevention effort on their own, to be followed in “Year Two” by the remaining five workbooks. Programs with approximately 40 hours or more are encouraged to use the curriculum in its entirety in Year One.

1. In My House (an introductory workbook for the curriculum)
2. Alcohol, Tobacco & Other Drugs
3. My Feelings
4. My Self-Image
5. Respecting Others

### **Phase Two –**

6. Relationships
7. My Body
8. My School
9. Having Fun
10. My Future

Implementation timeframes and guidelines are provided for each module in the Instructor Guide.

## **Research Foundation**

*In My House* is based upon a solid research foundation. This research has been gathered from best practices not only in the field of substance abuse prevention, but also from such areas as lifestyle change models, motivation theory, and cognitive-behavioral strategies.

The six primary goals of the *In My House* Program originate from this research foundation. These goals are:

1. To create a simple framework that provides the organization and structure necessary to explore and evaluate life choices.
2. To motivate students to make positive lifestyle choices and changes through use of the structured process of *Interactive Journaling*®.
3. To help students make positive lifestyle choices and changes by implementing Transtheoretical Change Model research, including the nine processes that support self-change.
4. To assist students in modifying thinking patterns that might increase their involvement in high-risk behaviors and to encourage their sense of accountability and personal responsibility.
5. To mitigate risk factors and enhance protective factors.
6. To foster in students the development of skills (social, resistance and others) necessary to avoid engagement in such high-risk behaviors as substance use and violence.